

Carver Junior High

467 South Church Street
Spartanburg, SC 29306

Grades 7-9 Middle School

Enrollment 656 Students

Principal Charles E. Redmond

864-594-4436

Superintendent Dr. Lynn Batten

864-594-4400

Board Chair David W. Cecil, II

864-594-4400

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent

Good

Average

Below Average

Unsatisfactory

0

0

3

32

7

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 12 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Below Average	Unsatisfactory	N/A
2003	Below Average	Unsatisfactory	No
2004	Below Average	Unsatisfactory	No
2005	Below Average	Unsatisfactory	No

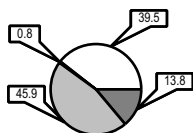
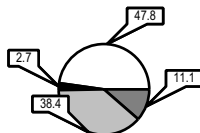
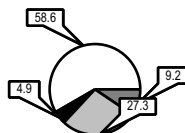
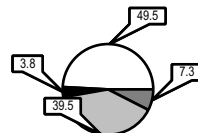
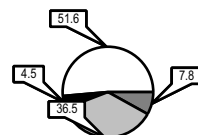
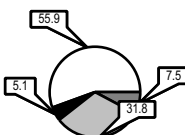
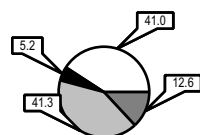
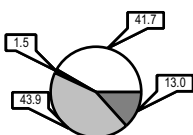
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

97.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	401	98.5	38.6	46.6	14.0	0.8	23.8	No	Yes
Gender									
Male	192	97.4	45.4	41.4	12.1	1.1	24.1		
Female	209	99.5	32.5	51.3	15.7	0.5	23.6		
Racial/Ethnic Group									
White	53	98.1	15.2	41.3	41.3	2.2	60.9	Yes	Yes
African American	319	98.4	42.7	48.1	8.5	0.7	16.6	No	Yes
Asian/Pacific Islander	22	100.0	33.3	50.0	16.7	0.0	33.3	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	356	98.6	33.4	50.6	15.0	0.9	26.1		
Disabled	45	97.8	82.1	12.8	5.1	0.0	5.1	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	401	98.5	38.6	46.6	14.0	0.8	23.8		
English Proficiency									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	398	98.5	38.1	47.0	14.1	0.8	24.0		
Socio-Economic Status									
Subsidized meals	317	98.4	43.2	45.5	11.0	0.3	19.9	No	Yes
Full-pay meals	84	98.8	20.5	50.7	26.0	2.7	39.7		

Mathematics – State Performance Objective = 36.7%									
All Students	401	99.3	47.6	38.6	11.1	2.7	20.7	No	Yes
Gender									
Male	192	99.0	50.3	32.2	13.0	4.5	24.9		
Female	209	99.5	45.0	44.5	9.4	1.0	16.8		
Racial/Ethnic Group									
White	53	98.1	19.6	43.5	23.9	13.0	50.0	Yes	Yes
African American	319	99.4	53.4	38.3	7.7	0.7	14.1	No	Yes
Asian/Pacific Islander	22	100.0	33.3	33.3	22.2	11.1	38.9	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	356	99.2	42.7	41.8	12.5	3.0	23.2		
Disabled	45	100.0	87.5	12.5	0.0	0.0	0.0	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	401	99.3	47.6	38.6	11.1	2.7	20.7		
English Proficiency									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	398	99.3	47.4	38.6	11.2	2.7	20.8		
Socio-Economic Status									
Subsidized meals	317	99.1	52.0	37.1	9.9	1.0	16.3	No	Yes
Full-pay meals	84	100.0	29.7	44.6	16.2	9.5	37.8		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	401	98.3	58.1	27.7	9.3	4.9	14.2
Gender							
Male	192	97.9	55.4	25.1	12.0	7.4	19.4
Female	209	98.6	60.5	30.0	6.8	2.6	9.5
Racial/Ethnic Group							
White	53	98.1	28.3	28.3	26.1	17.4	43.5
African American	319	98.1	63.7	27.1	6.4	2.7	9.2
Asian/Pacific Islander	22	100.0	50.0	38.9	5.6	5.6	11.1
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	356	98.6	53.8	30.6	10.1	5.5	15.6
Disabled	45	95.6	94.7	2.6	2.6	0.0	2.6
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	401	98.3	58.1	27.7	9.3	4.9	14.2
English Proficiency							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	398	98.2	57.7	27.9	9.4	5.0	14.4
Socio-Economic Status							
Subsidized meals	317	98.7	63.5	26.6	7.2	2.7	9.9
Full-pay meals	84	96.4	36.1	31.9	18.1	13.9	31.9

Social Studies							
All Students	401	98.8	48.9	39.9	7.4	3.8	11.2
Gender							
Male	192	98.4	49.1	35.4	9.1	6.3	15.4
Female	209	99.0	48.7	44.0	5.8	1.6	7.3
Racial/Ethnic Group							
White	53	98.1	13.0	56.5	19.6	10.9	30.4
African American	319	98.8	56.4	36.8	4.7	2.0	6.8
Asian/Pacific Islander	22	100.0	27.8	44.4	16.7	11.1	27.8
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	356	98.9	44.0	43.4	8.3	4.3	12.5
Disabled	45	97.8	89.7	10.3	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	401	98.8	48.9	39.9	7.4	3.8	11.2
English Proficiency							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	398	98.7	48.8	39.9	7.4	3.9	11.3
Socio-Economic Status							
Subsidized meals	317	99.1	53.9	37.9	5.5	2.7	8.2
Full-pay meals	84	97.6	28.8	47.9	15.1	8.2	23.3

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	210	100.0	41.0	45.5	12.5	1.0	13.5
	8	197	99.0	46.5	33.2	18.2	2.1	20.3
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	199	98.0	43.6	44.2	12.2	0.0	12.2
	8	202	99.0	33.3	49.2	15.8	1.6	17.5
Mathematics								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	210	100.0	41.0	43.0	12.0	4.0	16.0
	8	197	98.5	55.4	33.3	8.1	3.2	11.3
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	199	99.0	53.0	33.9	10.4	2.7	13.1
	8	202	99.5	41.8	43.5	12.0	2.7	14.7
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	199	98.5	58.2	27.5	8.2	6.0	14.3
	8	202	98.0	57.9	27.9	10.4	3.8	14.2
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	199	99.0	51.9	39.9	5.5	2.7	8.2
	8	202	98.5	45.9	39.9	9.3	4.9	14.2

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 656)				
Students enrolled in high school credit courses (grades 7 & 8)	44.9%	Down from 88.4%	10.1%	15.5%
Retention rate	7.1%	No change	3.7%	3.0%
Attendance rate	93.9%	Up from 93.7%	95.6%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.5%	Down from 6.2%	7.0%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	2.8%	Down from 5.7%	6.7%	4.6%
Eligible for gifted and talented	17.5%	Up from 17.4%	11.0%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	12.5%	Down from 14.6%	14.8%	13.6%
Older than usual for grade	7.6%	Up from 5.9%	7.1%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.3%	Up from 0.2%	1.4%	0.8%
Annual dropout rate	1.0%	Up from 0.2%	0.0%	0.0%
Teachers (n= 52)				
Teachers with advanced degrees	63.5%	Down from 71.4%	46.5%	51.8%
Continuing contract teachers	73.1%	Down from 79.6%	71.7%	78.1%
Highly qualified teachers	87.8%	Down from 94.7%	89.1%	89.6%
Teachers with emergency or provisional certificates	8.5%	Up from 2.1%	8.8%	6.0%
Teachers returning from previous year	87.4%	Up from 86.2%	80.7%	85.4%
Teacher attendance rate	95.0%	Up from 93.6%	94.8%	94.9%
Average teacher salary	\$43,709	Down 3.6%	\$40,069	\$41,328
Prof. development days/teacher	9.1 days	Up from 7.3 days	10.8 days	11.5 days
School				
Principal's years at school	3.0	Up from 2.0	2.8	3.0
Student-teacher ratio in core subjects	12.4 to 1	Down from 21.0 to 1	19.8 to 1	21.3 to 1
Prime instructional time	87.5%	Up from 85.8%	88.8%	89.3%
Dollars spent per pupil*	\$7,043	Down 2.5%	\$6,613	\$6,022
Percent of expenditures for teacher salaries*	57.0%	Down from 57.3%	59.2%	61.7%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	96.7%	Down from 99.0%	97.4%	96.1%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	No change	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	92.5%		89.4%	
Highly qualified teachers in high poverty schools	93.3%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		No	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

At Carver Junior High School, we are collaborating with teachers, parents, the community, and district and state resources to maximize the best academic achievement for all children. This process has brought about increases in our language arts scores for students scoring in the proficient and advanced categories as related to other schools in the state similar to our school. We made special efforts this year to highlight various careers of people in the community and former Carver students who are successful in their jobs as adults. Our Career Fair focused on teachers requesting people who could come in and make connections between the real world and the lessons being taught the day of the Career Fair. Our Career Technician worked diligently with teachers, business leaders, and the community to create "Carverville" where the classrooms became businesses to help students understand the "WHY" of classroom lessons. We were fortunate to have seven former Carver students return for our "Pride Seminar" and share their Carver experiences, relate those experiences to their present occupation, and emphasize the importance of students doing their best on all standardized tests. We believe that these two programs are powerful learning strategies to help students make connections while learning and to serve as mental models for students to use as prototypes for success.

Our teachers were able to design their own professional development seminars by selecting a person or event that would best meet their needs to immediately impact student achievement. Each department will make presentations to the faculty about how their experiences can be used throughout the curriculum during our orientation at the beginning of the school year.

Parents are continuing to visit classes during the school day, attending athletic events, School Improvement Council meetings, PTSO meetings, musical concerts, and special events. We receive valuable support and input from parents attending these functions.

The community is an important ally in our efforts to help students achieve at high levels. Our special events are announced in churches, radio programs, and television stations, and various community functions are being held in our building. We are proud and thankful for our community involvement.

Our district and state support have been enormous. The addition of a literacy coach in our building has added excitement for teachers and students. Our literacy team of teachers has employed strategies in their classrooms that were successful immediately. During our faculty meetings, these strategies were shared and other teachers experienced the same success. Students are becoming more excited about reading, and their academic achievements in school will increase.

Charles Redmond, Principal
Kathy Ronson, SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	60	175	65
Percent satisfied with learning environment	84.5%	63.2%	73.4%
Percent satisfied with social and physical environment	89.7%	72.4%	51.6%
Percent satisfied with school-home relations	37.9%	77.4%	65.6%

*Only students at the highest middle school grade level at this school and their parents were included.